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ABSTRACT

Delineating the content that must be covered in the secondary schools of the State of Idaho, this guide presents a course of study to be taught in grades 9-12 for graduation credit. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide--it prescribes what is to be taught; defines the subject in terms of purpose, definition, student goals and objectives; and can be changed only by action of the State Board of Education. The guide begins by defining the terms "successful reader," "study strategies," and "effective teaching of reading." The guide then presents position statements on assessment, content and reading teacher collaboration, diversity, instructional materials, listening, parent/community involvement, speaking, viewing, vocabulary, and writing. The guide next presents five goals and associated objectives for the reading and study strategies course. Appendices present a survey instrument for content area teachers, an 18-item list of professional texts and selection tools, and documents related to "testing out" of the course. (RS)

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ED 308 560

Secondary

READING AND STUDY STRATEGIES:

a
Course of Study

for Grade 9

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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

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Secondary

READING AND STUDY STRATEGIES:

a

Course of Study

for Grade 9

1991

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CREDITS

The following educators helped to develop the *Secondary Reading Course of Study*. They were most gracious in sharing their expertise and time. The State Board of Education and the State Department of Education thank each of them and their employers for their contributions.

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Secondary Reading and Study Strategies:
A Course of Study for Grade 9

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PREFACE

The purpose of a course of study is to delineate the content that must be covered in the secondary schools of the State of Idaho. By law, the State Board of Education has the authority and responsibility to prescribe the content of these courses. The State Department of Education, in concert with curriculum committees, has defined and set forth this course of study for *Reading and Study Strategies: A Course of Study for Grade 9* to be taught in grades 9 - 12 for graduation credit. It now becomes the responsibility of the local school district to extend these standards by producing at the teaching level an instructional guide based upon the defined course of study.

Although educators sometimes use the terms interchangeably, a course of study is not an instructional or curriculum guide. To compare the two as used in this document, the following may be helpful:

COURSE OF STUDY	INSTRUCTIONAL GUIDE
1. Prescribes what is to be taught in a given subject or program.	1. Describes how the given subject may be taught.
2. Defines the subject or program in terms of purpose, definition, student goals and objectives.	2. Makes suggestions as to instructional aids, materials, learning experiences, and methods of teaching.
3. Can be changed only by action of the State Board of Education.	3. Is revised and adapted, as needed, at the discretion of educators.

Courses of study will generally be in brief outline form. Instructional guides should be developed to augment and supplement courses of study.

School personnel are encouraged to place a complete set of the Course of Study with each school administrator. Individual courses of study should be given to the appropriate instructor for use in planning and teaching.

School personnel should use both student needs and the course of study as the basis for course development by adopting instructional materials, developing curriculum guides, and setting staff direction.

DEFINITION OF TERMS

What is a Successful Reader?

Successful readers understand what they read. Successful readers make sense of text by combining the information in the text with their background knowledge and with other information sources such as letter/sound relationships, word meanings, and sentence and text structure. Successful readers use all of the language arts--listening, speaking, reading, writing, and viewing--to help them make sense of what they read. Successful readers use study strategies to understand and remember what they read.

What are Study Strategies?

Study strategies are deliberate actions successful readers use to understand and remember what they have read; for example, varying their reading rate depending on the difficulty of the materials, note taking, using mnemonic devices, using pre-reading activities, re-reading difficult parts, asking questions, using reference materials, summarizing, using context clues to self-correct, outlining, mapping, reading aloud, and many others. Each of the strategies discussed in this course of study needs to become part of a student's repertoire if he or she is to read successfully. He/she not only needs to know what to do (the strategy) but also why, how, and when to do it. Study strategies help students become independent readers who can cope with the kinds of comprehension problems they are asked to solve throughout their lives--not just in school.

What is Effective Teaching of Reading?

To be effective, reading teachers need to make what they teach about reading relevant to their students. They should show students how ability in reading and writing can help students understand information presented in content area classes. Students will then understand how they can readily apply the reading strategies they are learning to their specific content area materials and circumstances.

Reading instruction should also equip students with the skills, dispositions, and confidence needed to be successful in their literacy activities beyond high school. Students need to leave high school with the ability and determination to be independent learners in all settings. They should not only have the ability to read, but they should also have the desire to read. Thus, students should be given opportunities to read widely for enjoyment as well as for information.

Position Statements

ASSESSMENT

Assessment should be aligned with curriculum and instruction and incorporate a variety of methods suited to the purpose of the assessment. Standardized tests, especially in content reading, rarely reflect individual student progress. Therefore, portfolios of students' work, anecdotal records, performance based and criterion-referenced tests should all be part of the assessment program in reading.

CONTENT AND READING TEACHER COLLABORATION

To assist students in achieving success in all subject areas, reading teachers should collaborate with content area teachers, librarians, and other relevant school personnel. It is appropriate for the reading teacher to gather information about the reading and study needs of students from content area teachers. The reading teacher can then design and relate instruction that will enable students to be successful in their content area subjects. (A sample teacher survey can be found in Appendix A.)

DIVERSITY

Secondary reading teachers need to be aware of the different multicultural backgrounds and ability levels of the students within the classroom as well as their broad range of needs and interests. Since *Reading and Study Strategies* is a required course for all students, the teacher will need to provide meaningful learning opportunities for these students. Instruction should provide opportunities which challenge all students in their academic subjects while encouraging them to become independent learners.

INSTRUCTIONAL MATERIALS

A primary focus of *Reading and Study Strategies* is to teach the student to interact with text. The student needs to employ personal experiences and background knowledge, ask questions, and make predictions while engaging with the author in the meaning-making process. Although the focus of this class is reading, the instruction should provide an integrated language arts experience, combining listening, speaking, reading, writing, and viewing. Thus, students will have opportunities to improve their reading, as well as develop an appreciation of and enjoyment for reading. It is important, therefore, that the instructional materials reflect these purposes.

Materials for *Reading and Study Strategies* should be relevant. That is, they should either be **texts currently in use in content area classes** or resources which will help the students become independent learners. Instructors should use a variety of sources, providing many experiences and strategies. Such materials could include but not be limited to newspapers, magazines, trade books, content area textbooks, student writings, and electronic media. Students should use the library on a regular basis for recreational reading as well as to learn research techniques.

LISTENING

Listening is an integral part of the language arts and an essential study strategy. Active listening is an important communication skill especially in lecture classes and in group decision making. Effective listening provides background information that makes effective speaking, reading, writing, viewing, and thinking possible. Therefore, it is vital that students learn how to listen effectively.

PARENT/COMMUNITY INVOLVEMENT

The school day represents only a small part of a student's world and the school year is only a small part of a student's life. Therefore, parents--the first and most continuous teachers--need to maintain their interest and involvement with their student's education. At the 9th grade level this could take various forms: support, encouragement, modeling of adult reading, and high expectations. The school must make every effort to invite and involve parents.

That same interest and involvement needs to come from the community as well. Teachers, students, and community members need to maintain a dialogue about the skill expectations and needs required in the world of work. Business leaders can help students identify critical reading and writing competencies and attitudes which will help students succeed beyond high school. The involvement of both parents and community is essential to encourage long term student learning.

SPEAKING

The developmental process of speaking is basic to language, although instruction in formal speaking is not a required part of this course. However, speaking is interactive with the processes of listening, reading, writing, viewing, and thinking. It is a means of communicating, expressing, and understanding information. Thus, sharing information, discussing concepts, and working in study groups are effective study strategies and should be taught as such.

VIEWING

Viewing, an important aspect of receptive language, is the process through which students are able to interpret, organize, and evaluate visual presentations such as videos, films, charts, art, diagrams, photographs, maps, signs, and advertisements. Critical viewing skills will provide the student with the ability to distinguish between fact and fiction in all forms of visual materials, to understand the differences between electronic and print media, and to enrich their language skills. Thus, viewing with discrimination is an essential study strategy.

VOCABULARY

To be successful learners, students must develop an adequate vocabulary assisted by appropriate instruction. **However, this instruction should focus on strategies which will enable the students to become independent learners, rather than focus on lists of words out of a meaningful context.** The point of vocabulary instruction is to help students use vocabulary as they become strategic readers engaged in relevant tasks.

The study of vocabulary lists apart from a meaningful context is most strongly discouraged.

WRITING

Writing is a tool for learning, discovering, communicating, recording, and understanding in all curriculum areas. While writing focuses thinking and assists intellectual growth, it is also a way to practice the conventions of written language. In addition, writing is an expressive activity. Its form and function depend upon its purpose and audience. The teaching of writing should be fully integrated with listening, speaking, reading, and viewing according to the needs of content area subjects. To be successful readers, students should use writing as a study strategy; for example, to predict, take notes, summarize, review, outline, reflect, explain ideas, etc.

GOALS

FOR READING AND STUDY STRATEGIES

There are five goals for the *Reading and Study Strategies Course.* Trained reading teachers understand that the concepts these goals address must be taught in differing contexts and levels of complexity depending on a student's needs. The objectives by which these goals are attained cannot be isolated. They are best learned when they are taught in relationship to content areas and to each other.

1. The student will use strategies for comprehending the oral, visual, and written text of content area courses as well as texts encountered in daily life.

2. The student will appreciate and enjoy reading a variety of materials.

3. The student will develop strategies for writing in a variety of content areas and daily situations.

4. The student will develop and use effective study habits in order to be successful within and out of school.

5. The student will select appropriate reading, writing, and study strategies to use, monitor, and adjust as necessary to complete a given task.

READING AND STUDY STRATEGIES FOR GRADE 9

Goal 1. **The student will use strategies for comprehending the oral, visual, and written text of content area courses as well as texts encountered in daily life.**

Objectives: The student will

A. understand:

1. text structures (e.g. enumeration, time order, comparison and contrast, and cause and effect relationships).

2. differences between main ideas and details, facts and opinions in text.

3. interpret graphs, maps, schedules, charts, and other visual information.

B. apply:

1. questions in order to make predictions about text.

2. prior knowledge, word analysis and context clue processes to increase vocabulary.

3. strategies to read for explicit and implicit information (e.g., apply Question Answer Relationships (QAR), Bloom's Taxonomy, and inference strategies).

4. a method of guided reading (e.g., Survey, Question, Read, Recite, Review **(SQ3R)**; Directed Reading-Thinking Activity **(DR-TA)**.

5. various graphic organizers appropriate for content area needs (e.g., semantic maps, outlines, structured overviews) to understand text.

6. listening techniques (e.g., Directed Listening Activity **(DLA)**; Guided Listening Procedure **(GLP)**.

NOTE: Activities for promoting comprehension can occur before, during, and/or after reading passages. The objectives listed above could be used at any of these three times.

Goal 2: The student will appreciate and enjoy reading a variety of materials.

Objectives: The student will:

A. Appreciate written language by:

1. listening to a variety of reading materials read to them by their teacher, peers, or others.

B. Enjoy written language by:

1. self-selecting materials to read in class.
2. using time provided in class to engage in Sustained Silent Reading (SSR).
3. share what they have read with others in various situations.

Goal 3: The student will develop strategies for writing in a variety of content areas and daily situations.

Objectives: The student will:

1. write summaries applicable to content area texts.
2. take notes from oral, written, and visual materials.
3. use semantic mapping, outlining, and graphic organizers to produce writing structures such as:
   - comparison/contrast writing.
   - research writing.
   - creative writing .
   - technical writing.
4. use effective strategies for answering essay questions.
5. write for personal needs, such as letters, resumes, work applications, etc.
6. practice other forms of writing which deal with relevant content area needs.

Goal 4. The student will develop and use effective study habits in order to be successful within and out of school.

Objectives: The student will:

1. develop strategies to edit/proofread his/her own and other students' writing.
2. demonstrate good organization skills such as
   - organizing notebooks.
   - maintaining an organized locker.
   - coming to class prepared.

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- handing in assignments that are neat and on time.

3. demonstrate the ability to

   - plan a task.
   - form a strategy.
   - monitor.
   - evaluate the process to complete a task.

4. develop flexibility in selecting reading rates appropriate to

   - the complexity of the material.
   - the purpose of the reading.
   - his/her background knowledge of the material being read.

5. develop the ability to follow oral and/or written directions.

6. demonstrate library skills that include

   - locating specific information.
   - using reference materials.
   - using magazines and newspapers.
   - using electronic media (e.g., INFOTRAC, LASERCAT, CATALYST).

7. demonstrate listening skills related to study strategies, (e.g., note-taking, following teacher directions, participating in class discussions, etc.)

Goal 5: The student will select appropriate reading, writing, and study strategies to use, monitor, and adjust as necessary to complete a given task.

Objectives: The student will:

A. Identify and describe appropriate strategies to use on a reading or writing assignment.

B. Assess and monitor his/her performance of that strategy.

NOTE: *This section deals with metacognition, "the knowledge learners have about reading strategies and the ability to capitalize upon such knowledge to monitor their own reading" (Vacca and Vacca, 1989). Each of the strategies discussed under the other goals needs to become part of a student's repertoire. He/she not only needs to know what to do (the strategy), but also why, how, and when to use it. Instruction in metacognition helps students become independent readers who can cope with the kinds of comprehension problems they are asked to solve throughout their lives--not just in school.*

APPENDIX A

A SURVEY FOR THE CONTENT AREA TEACHER
(to assess needed study strategy skills for students)

TO: _____

FROM: _____

RE: Study and testing requirements for _____

So that I may better prepare students for success in their content area classes, I would appreciate your help in determining which study/library skills to include in my program.

Would you please check all items below which pertain to your course. Thank you.

Students in your class need to be able to:

_____1: take notes from class lectures.

_____2. take notes from films.

_____3. take notes from readings in textbook(s).

_____4. read textbook chapters and answer review questions.
- _____a. graded
- _____b. ungraded, but checked
- _____c. other (please specify)

_____5. define vocabulary terms given in class or text.
- _____a. graded
- _____b. ungraded, but checked
- _____c. other (please specify)

_____6. organize and keep a
- _____a. class study notebook.
- _____b. portfolio of work.
- _____c. journal.
- _____d. other (please specify).

_____7. use teacher-made study guides for review.

_____8. take tests
- _____a. weekly quizzes.
- _____b. on each chapter/unit.
- _____c. other (please specify).

_____9. answer test questions which are (please check all that apply)
- _____a. multiple-choice.
- _____b. true/false.
- _____c. fill-in/completion.
- _____d. essay.
- _____e. other (please specify).

____10. complete library research for special projects.
- _____a. book reports - how many?
- _____b. term (research) papers - how many?
- _____c. other (please specify).

_____11. read material other than the textbook (please specify).

_____12. participate in small groups.

_____13. other class requirements (please specify).

APPENDIX B

REFERENCES FOR TEACHERS OF READING

Professional Texts

Alvermann, E.E. & Moore, D.W. (1987). *Research Within Reach: Secondary School Reading*. Newark, DE: International Reading Association.

Bartholowmae, D. & Petrosky, A. (1986). *Facts, Artifacts, and Counterfacts: Theory and Method for a Reading and Writing Course*. Upper Montclair, NJ: Boynton/Cook Publishers, Inc.

Carlsen, R.G. & Sherrill. (1988). *Voices of Readers: How We Come To Love Books.* Urbana Il: National Council of Teachers of English.

Cole, S. & Lindemann, J. (1990). *Reading and Responding to Literature*. San Diego, CA: Harcourt, Brace Jovanovich.

Cooper, D.J. (1986). *Improving Reading Comprehension*. Boston, MA: Houghton Mifflin Co.

Irwin, J.W. (1991). *Teaching Reading Comprehension Processes*, 2nd ed., Englewood Cliffs, NJ: Prentice Hall.

Marzano, R.J. (1991). *Cultivating Thinking in English and the Language Arts*. Urbana, IL: National Council of Teachers of English.

McNeil, J.D. (1987). *Reading Comprehension: New Directions for Classroom Practice*, 2nd ed., Glenview, IL: Scott, Foresman and Co.

Pearson, D.P. "Changing the Face of Reading Comprehension Instruction," *The Reading Teacher*. International Reading Association. April, 1986, pp. 724-738.

Raphael, T.E. "Teaching Question Answer Relationships, Revisited," *The Reading Teacher.* Newark, DE: The International Reading Association. February 1986, pp. 516-522.

Reed, A.J.S. (1988). *Comics to Classics: A Parent's Guide to Books for Teens and Preteens*. Newark, DE: International Reading Association.

Vacca, R. & Vacca, J. (1989). *Content Area Reading*, 3rd ed., Glenview,IL: Scott, Foresman & Co.

Young Adult Literature

A walk through a bookstore reveals cultural diversity in book titles that we would not have seen twenty-five years ago. Although the Idaho State Department of Education does not recommend supplementary texts for classroom use, below we list some selection tools for teachers' use in choosing literature for supplementary classroom use.

A Sampler of Selection Tools

Abrahamson, R. F., & Carter, B. (Eds.). (1988). *Books for you: A book list for senior high students.* Urbana, IL: National Council of Teachers of English. *--Annotated, organized by subject, listing fiction and non-fiction titles.*

Davis, E., & Davis, H. K., (Eds). (1988). *Your reading: A Book list for Junior High and Middle School Students.* 7th Edition. Urbana, IL: National Council of Teachers of English.

Donelson, K. L., & Nilsen, A. P. (1989). *Literature for today's young adults.* 3rd Edition. Glenview, IL: Scott, Foresman. *--Contains a section on judging young adult books, an extensive bibliography, and an appendix on selection guides.*

Frankson, M. S. (1990, January). "Chicano literature for young adults: An annotated bibliography," *The English Journal*, 30-38.

Kruse, B. M., & Horning, K. T. (1991). *Multicultural literature for children and young adults: A selected listing of books 1980-1990 by and about people of color.* Madison, WI: Cooperative Children's Book Center, Univ. of Wisconsin-Madison & Wisconsin Dept. of Public Instruction. *--$5 within Wisconsin, $10 outside, from: Publication Sales, Wisconsin Dept. of Public Instruction, P.O. Box 7841, Madison, WI 53701.*

McBride, W. G. (Ed.). (1990). *High interest--easy reading: A book list for junior and senior high school students.* 6th Edition. Urbana, IL: NCTE. *--Organized by subject and annotated.*

New York Public Library Office of Young Adult Services. (1990). *Celebrating the Dream. --A bibliography featuring the African-American experience through literature, with brief annotations. --$5.00 plus handling fee from: The New York Public Library, 455 Fifth Avenue, New York NY 10016.*

APPENDIX C

TESTING OUT OF READING AND STUDY STRATEGIES

What follows in **Appendix C** are documents that relate to "testing out of" **Reading and Study Strategies**:

1. Memo (March 29, 1991) from Jerry Pelton, Chief, Bureau of Instruction, Idaho State Department of Education.

2. Suggestions for implementing a "testing out" procedure from Lynn Langer Meeks, Consultant, English Language Arts, Idaho State Department of Education.

3. A Student Competency Inventory for **Reading and Study Strategies** (a model).

The following documents are included to help school districts who decide to implement a "testing out" policy for **Reading and Study Strategies.**

If you have questions, please call the Idaho State Department of Education, 334-2113.

March 29, 1991

MEMORANDUM

To: Superintendents, High School Principals, and Counselors

From: Jerry R. Pelton, Chief, Bureau of Instruction

Subject: Credit by Examination for Core Courses

I have received several inquiries regarding whether an examination might be used to "test out" of the high school reading requirement and, should an examination be used, how would it fit with the 'C' average rule. Many educators feel that if a student is proficient in reading, there is little value in requiring a reading course, especially when the course is not designed to meet the needs of the above average reader.

The first concern is answered by the following State Board of Education rule:

IDAPA 08.02.E.12.2.c.xi

> "A school may grant credit through the administration of an approved examination. These examinations should cover the content included in a regular school course in the subject."

This rule allows a school to develop examinations for the purpose of granting credit. Obviously, then, a student already proficient in a subject would be able to "challenge" a course. This, by the way, would be consistent with a recommendation made by the Task Force on the Future of Education in Idaho.

I have attached a copy of the 'C' average rule. If a school policy were to allow credit to be given through the satisfactory completion of an approved examination, then credit for a core course such as reading could be granted. **However, reading and other core courses require a grade for computation of the C average.**

Therefore, any examination for credit of any core course would require that a grade be given and computed into the C average for the core courses. If your district decides to establish a policy to allow schools to use the credit by examination for core courses, i.e. reading, a meaningful set of criteria needs to be established to assign a grade.

IDAPA 08.02.E.12.2.k

k. The minimum graduation requirements for accredited Idaho high schools shall be as follows:

Core Subjects	Yearly Units	Semester Credits
English (writing skills emphasis)	4	8
Mathematics (two credits of which may be computer/ mathematics)	2	4
Reading (remedial or developmental)	1/2	1
Speech (a class of debate may substituted for the requirements in speech)	1/2	1
Total Core	7	14

Core Competency

In addition to a passing grade in each Core class, satisfactory achievement in the Core shall be validated for each student through the use of one of the options listed below.

Option 1 - The student must achieve a composite grade point average (GPA) of C in the 14 credit core.

Option 2 - The student must achieve a Basic Composite Score that is within one standard deviation of the mean for all Idaho students taking the Statewide Achievement Test at the 11th grade level, and must also receive at least a score of 3 (on a 5 point scale) on the Direct Writing Assessment.

Option 3 - The local school district may choose to validate student achievement through the use of a locally developed Core Competency Plan. This plan must follow guidelines established by the State Department of Education and be approved by the State Board of Education.

June 1, 1991

SUGGESTIONS FOR IMPLEMENTING "TESTING OUT" PROCEDURES

for

READING AND STUDY STRATEGIES: A COURSE OF STUDY FOR GRADE 9

According to the State Board of Education rule (IDAPA 08.02.E.12.2.c.xi) "a school may grant credit through the administration of an approved examination. These examinations should cover the content included in a regular school course in the subject."

This rule allows a school or district to develop an examination for the purpose of granting credit for *Reading and Study Strategies*. However, it is up to the district through their Board of Trustees to establish a policy for the granting of credit, and this policy must become part of the district's rules and regulations. In addition, to satisfy the "C" average rule, a grade must be computed for students who "test out," and that grade must be computed into the core course average.

Please note: the term "examination" does not necessarily mean a multiple choice test. A student may show competence in reading and study strategies in a number of ways. For example, the following three assessments, **USED TOGETHER**, could establish criteria for "testing out" of *Reading and Study Strategies*.

1. **INITIAL SCREENING:** To initially screen students, the district may want to set a minimum GPA. Students with less than the minimum GPA would not be considered as candidates for "testing out." Students with obvious deficiencies in a particular subject area would not be considered candidates for "testing out" regardless of their over-all GPA. Students who meet or exceed the minimum GPA could then be evaluated using the other two criteria listed below:

2. **Evidence from the student that he or she has read widely in a variety of genres and content areas and that he/she can demonstrate command of the written language.** That evidence might be acquired by asking the student to write an essay describing the types and kinds of recreational reading he or she does using the following prompt:

> **PROMPT**: Write an essay describing the types and kinds of reading that you enjoy. Don't forget to mention novels, magazines, short stories, poetry, non-fiction books and other materials you read. Describe what effects these reading experiences have had upon you and your life.

PROMPT EVALUATION: This essay could be evaluated by the reading teacher and two other teachers who would look for evidence of intensive and extensive reading as well as competency in composition. (Evaluators might want to use the rubric from the Direct Writing Assessment as an evaluation tool.) A student who could not show evidence of wide reading in a variety of genres, or whose composition skills were below competency level would be automatically referred to the ***Reading and Study Strategies*** class.

3. **Evidence from two content area teachers that the student has mastered the reading and study strategies taught in *Reading and Study Strategies*.** This assessment could be made through the attached "A Student Competency Inventory for Reading and Study Strategies." A school would wish to adapt this inventory to fit the reading course taught at that school.

PLEASE NOTE: These are suggestions for helping schools develop their own criteria for "testing out" of ***Reading and Study Strategies***. Remember that to be "legal," the examination **must be based on the content of the reading course as taught in the school.**

It is not "legal" (according to Idaho Code) to use a standardized test unless that test reflects each goal and objective specified in the content of the reading course as taught in that school.

A Student Competency Inventory for Reading and Study Strategies

	Strategies Observed	In Most Cases	Some-times	Not Observed
GOAL 1	**The student will use strategies for comprehending the oral, visual, and written text of content area courses as well as texts encountered in daily life.**			
1.	understand text structures.	____	____	____
2.	understand differences between main ideas and details, facts and opinions.	____	____	____
3.	understand graphs, maps, schedules, and charts.	____	____	____
4.	apply methods of guided reading.	____	____	____
5.	reads for explicit and implicit information.	____	____	____
6.	ask questions to make predictions about text.	____	____	____
7.	use prior knowledge, word analysis, and context clue processes to increase vocabulary.	____	____	____
8.	use various graphic organizers.	____	____	____
9.	practice listening techniques.	____	____	____
GOAL 2	**The student will appreciate and enjoy reading a variety of materials.**			
1.	appreciate written language.	____	____	____
2.	self-select materials to read in class.	____	____	____
3.	use time in class for SSR.	____	____	____
GOAL 3	**The student will develop strategies for writing in a variety of content areas and daily situations.**			
1.	take notes from oral, written, and visual materials.	____	____	____

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Strategies Observed		In Most Cases	Some-times	Not Observed
2.	use prewriting tools such as semantic mapping, outlining, and structured overviews to plan and organize content area assignments.	____	____	____
3.	develop effective strategies for answering essay test items.	____	____	____
4.	write for personal needs.	____	____	____
5.	practice other forms of writing which deal with relevant content area needs.	____	____	____
GOAL 4	**The student will develop and use effective study habits in order to be successful within and out of school.**			
1.	demonstrate good organizational skills.	____	____	____
2.	demonstrate time management skills.	____	____	____
3.	develop flexibility in selecting reading rates.	____	____	____
4.	develop the ability to follow oral and/or written directives.	____	____	____
5.	demonstrate library skills.	____	____	____
6.	demonstrate listening skills related to study habits.	____	____	____
GOAL 5	**The student will select appropriate reading, writing, and study strategies to use, monitor, and adjust as necessary to complete a given task.**			
1.	identify and describe the appropriate reading and writing strategies.	____	____	____
2.	assess and monitor use of those strategies.	____	____	____

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Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or handicap in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Jerry L. Evans, State Superintendent of Public Instruction, Len B. Jordan Office Building, Boise, Idaho 83720-3650, (208) 334-3300, or to the Director of Office of Civil Rights, Department of Education, Washington, D.C.